

A C CORCORAN ELEMENTARY

8585 Vistavia Drive
North Charleston, South Carolina 29406

GRADES PK-5 Elementary School

ENROLLMENT 439 Students

PRINCIPAL Kenneth R. Plaster 843-764-2218

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	22	56	6	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

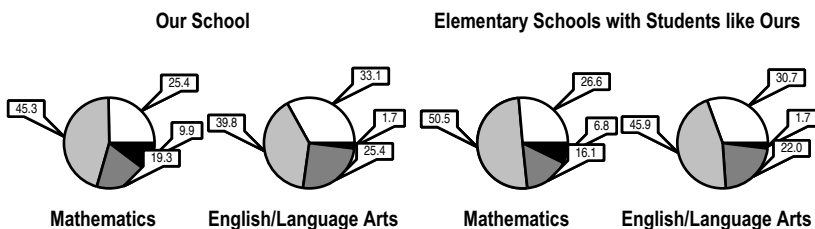
FOR MORE INFORMATION, VISIT WEBSITES AT:




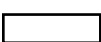
WWW.MYSCSCHOOLS.COM

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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	26	54	16
Percent satisfied with learning environment	84.6%	70.4%	87.5%
Percent satisfied with social and physical environment	73.1%	59.3%	73.3%
Percent satisfied with home-school relations	36.0%	73.1%	66.7%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	213	98.6	33.1	39.8	25.4	1.7	27.1	17.6
Gender								
Male	98	96.9	39.7	35.9	23.1	1.3	24.4	17.6
Female	115	100.0	28.2	42.7	27.2	1.9	29.1	17.6
Racial/Ethnic Group								
White	57	98.2	8.0	50.0	40.0	2.0	42.0	17.6
African-American	148	98.6	44.4	37.1	16.9	1.6	18.5	17.6
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	187	100.0	29.3	40.9	28.0	1.8	29.9	17.6
Disabled	26	88.5	70.6	29.4	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	213	98.6	33.1	39.8	25.4	1.7	27.1	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	211	98.6	32.4	39.8	26.1	1.7	27.8	17.6
Socio-Economic Status								
Subsidized meals	159	98.7	43.2	34.8	20.5	1.5	22.0	17.6
Full-pay meals	54	98.1	6.1	53.1	38.8	2.0	40.8	17.6

Mathematics								
All students	213	99.1	25.4	45.3	19.3	9.9	29.3	15.5
Gender								
Male	98	98.0	32.1	34.6	24.4	9.0	33.3	15.5
Female	115	100.0	20.4	53.4	15.5	10.7	26.2	15.5
Racial/Ethnic Group								
White	57	98.2	12.0	46.0	28.0	14.0	42.0	15.5
African-American	148	99.3	32.3	46.0	15.3	6.5	21.8	15.5
Asian/Pacific Islander	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	187	100.0	20.7	47.0	21.3	11.0	32.3	15.5
Disabled	26	92.3	70.6	29.4	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	213	99.1	25.4	45.3	19.3	9.9	29.3	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	211	99.1	25.0	44.9	19.9	10.2	30.1	15.5
Socio-Economic Status								
Subsidized meals	159	99.4	31.8	46.2	13.6	8.3	22.0	15.5
Full-pay meals	54	98.1	8.2	42.9	34.7	14.3	49.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	70	N/A	19.1	51.5	26.5	2.9	29.4
	Grade 4	75	N/A	17.8	61.6	20.5	N/A	20.5
	Grade 5	62	N/A	31.1	55.7	11.5	1.6	13.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	78	97.4	18.6	42.9	34.3	4.3	38.6
	Grade 4	68	100.0	45.5	34.5	20.0	N/A	20.0
	Grade 5	67	98.5	39.3	41.1	19.6	N/A	19.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	70	N/A	27.9	47.1	16.2	8.8	25.0
	Grade 4	75	N/A	27.4	41.1	15.1	16.4	31.5
	Grade 5	62	N/A	41.0	42.6	14.8	1.6	16.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	78	98.7	14.3	54.3	17.1	14.3	31.4
	Grade 4	68	100.0	30.9	34.5	23.6	10.9	34.5
	Grade 5	67	98.5	33.9	44.6	17.9	3.6	21.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 439)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.4%	Down from 5.3%	2.6%	2.4%
Attendance rate	94.2%	Down from 94.7%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	11.7%	Up from 8.8%	10.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.5%	Down from 7.4%	8.9%	8.0%
Older than usual for grade	11.2%	Up from 1.9%	1.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	29.4%	Up from 27.3%	43.9%	50.0%
Continuing contract teachers	82.4%	Up from 63.6%	84.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	75.6%	Up from 71.6%	86.0%	86.2%
Teacher attendance rate	94.4%	Down from 96.7%	95.0%	95.3%
Average teacher salary	\$34,842	Up 3.7%	\$39,348	\$39,909
Prof. development days/teacher	14.4 days	Up from 9.9 days	12.0 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio	16.7 to 1	Down from 19.0 to 1	18.7 to 1	18.9 to 1
Prime instructional time	86.8%	Down from 90.8%	89.6%	89.7%
Dollars spent per pupil*	\$4,472	Up 15.4%	\$6,042	\$5,892
Percent spent on teacher salaries*	67.8%	Down from 70.3%	66.0%	66.6%
Opportunities in the arts	Good	Up from Fair	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This report card is presented annually to give the parents, community, and interested citizens the status of A. C. Corcoran Elementary School. The report is designed to give the reader a snapshot of the progress of the school, faculty, staff, and students.

The administration, faculty, and staff use the information to develop strategic plans for improvement. With the Charleston County School District's theme, "The Sky's The Limit" as the backdrop, the mission is to provide instruction that will enable students to reach their potential. The professional staff has set a goal of reducing the number of students scoring below basic in reading and mathematics on the PACT by 10% each year. In addition, an annual increase in the number of students scoring proficient or above is expected.

The test results reported at the end of the 2001-02 school year indicate that significant improvements have been made by the students. In grades 3, 4, and 5, the percentage scoring basic and above in English and Language Arts exceeded 70%. The same was true of grades 3 and 4 in mathematics. In grade 5, the percentage scoring below basic in mathematics was decreased by 23.6 %. These results clearly indicate that the strategies implemented by the teachers are having a positive impact on student performance.

The professional staff continues to receive training that is helping the school achieve positive results. During the past year, teachers received training in differentiated instruction, classroom management, and how to improve communication between home and school.

The challenge for continued improvement is great. However, the faculty, staff, and administration are committed to helping each student reach their potential.

Kenneth R. Plaster, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.